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REVIEWS.

The Study of History in American Colleges and Universities.

By HERBERT B. ADAMS. Washington, Bureau of Education, Circular of Information no. 2, 1887. — 8vo, 299 pp.

This will prove to be one of the most useful among the many interesting documents issued by the Bureau of Education. Professor Adams has by his investigation to a certain extent pre-empted the field of American historiography and particularly the history of instruction in this department in America. His claims to a monopoly in this line of research are the more readily allowed from the serious difficulties which at the outset confront the investigator. Professor Adams must have had great trouble in collecting his materials; he certainly could have found little in print to give him light except the dry statements of college catalogues. He has patiently gathered from the most scattered and obscure sources the facts out of which he has built this full and interesting account of what has been done in American colleges for historical studies. Without profound interest in the subject, and the genuine spirit of a historical student, the accomplishment of his task would not have been possible. What he has done here will be of lasting value. The next writer on the subject will have material in print.

The report is written in a hopeful and confident spirit, leaving the impression that the author finds the prospects for historical study in our colleges in the main promising. The leading conclusions which the work suggests are the newness of anything but mere gymnasial instruction in history in our colleges; the unsystematic, text-book character of that instruction in former years; and the earnest efforts put forth, particularly in the past decade, to introduce an entirely new order of things. The new movement manifests itself in the gathering of material for original investigation in the historical and political sciences; the erection of academic chairs for instruction in the methods and results of such higher investigation; the foundation of fellowships, special libraries, and in many cases special departments or schools for this work. Particularly instructive is the account of the work at Harvard, Columbia, the University of Michigan, Cornell and Johns Hopkins. The authorities of these institutions could not do better than reprint the chapters devoted to their respective schools to show the public what they are doing. But the whole document is receiving the widest circulation.

GEO. H. BAKER.